



## MISSISSIPPI TEACHER APPRAISAL INSTRUMENT – ASSESSMENT MATRIX

	Standards	Self-Assessment	Artifacts Review	Pre/Post-Observation Conference	Classroom Observation	Peer Survey	Student Survey
PLANNING	1. Plans lessons that demonstrate knowledge of content and pedagogy		X	X			
	2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs		X	X			
	3. Selects instructional goals that incorporate higher-level learning for all students		X	X			
	4. Plans units of instruction that align with Mississippi's state content standards, or when applicable, the Common Core State Standards		X	X			
Assessment	5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons/instruction as necessary		X	X			
	6. Incorporates assessments into instructional planning that demonstrate high expectations for all students		X	X			
INSTRUCTION	7. Demonstrates deep knowledge of content during instruction				X		
	8. Actively engages students in the learning process				X		
	9. Uses questioning and discussion techniques to promote higher order thinking skills				X		
	10. Brings multiple perspectives to the delivery of content				X		X
	11. Communicates clearly and effectively				X		
LEARNING ENVIRONMENT	12. Manages classroom space and resources effectively for student learning		X				X
	13. Creates and maintains a climate of safety, respect, and support for all students		X		X		X
	14. Maximizes time available for instruction				X		X
	15. Establishes and maintains a culture of learning to high expectations		X		X		X
	16. Manages student behavior to provide productive learning opportunities for all students		X		X		X
PROFESSIONAL RESPONSIBILITIES	17. Engages in continuous professional development and applies new information learned in the classroom	X	X				
	18. Demonstrates professionalism and high ethical standards/acts in alignment with Mississippi Code of Ethics	X	X		X	X	
	19. Establishes and maintains effective communication with families	X	X				
	20. Collaborates with colleagues and is an active member of a professional learning community in the school	X	X			X	



MISSISSIPPI TEACHER APPRAISAL INSTRUMENT  
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	1. PLANNING			
1. PLANNING	1. Plans lessons that demonstrate knowledge of content and pedagogy			
	Unsatisfactory	Emerging	Effective	Distinguished
	Lesson plans: <ul style="list-style-type: none"><li>• do not include the necessary content and do not connect it across disciplines.</li><li>• do not include instructional strategies that are differentiated and personalized to match all students' needs and learning styles.</li><li>• do not include scaffolding and other instructional strategies to ensure student understanding.</li></ul>	Lesson plans: <ul style="list-style-type: none"><li>• include only part of the necessary content and/or do not connect it across disciplines.</li><li>• include instructional strategies that are differentiated and personalized, but do not match most students' needs and learning styles.</li><li>• include two to three instances of scaffolding and other instructional strategies to ensure student understanding, but strategies are not integrated with other components of the lesson.</li></ul>	Lesson plans: <ul style="list-style-type: none"><li>• include nearly all of the necessary content and connect it across disciplines; however, connections are not consistently clear, meaningful, or relevant to students' lives.</li><li>• include instructional strategies that are differentiated and personalized to match most students' needs and learning styles.</li><li>• include multiple instances of scaffolding and other instructional strategies to ensure student understanding; but, the strategies are not fully or integrated with other components of the lesson.</li></ul>	Lesson plans: <ul style="list-style-type: none"><li>• include all of the necessary content and connect it across disciplines with connections that are consistently clear, meaningful, and relevant to students' lives.</li><li>• include instructional strategies that are differentiated and personalized to match all students' needs and learning styles.</li><li>• include multiple instances of scaffolding and other instructional strategies that are fully integrated with other components of the lesson to ensure student understanding.</li></ul>



	2. Plans lessons that meet the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs			
	Unsatisfactory	Emerging	Effective	Distinguished
1. PLANNING	<p>Lesson plans:</p> <ul style="list-style-type: none"><li>• do not use data about students’ prior experiences, language proficiencies, achievement levels, and special needs.</li><li>• do not or rarely incorporate students’ questions and interests.</li><li>• do not or rarely provide opportunities for students to connect the curriculum with their prior knowledge, experience, and/or cultural background.</li></ul>	<p>Lesson plans:</p> <ul style="list-style-type: none"><li>• sporadically or ineffectively use data about students’ prior experiences, language proficiencies, achievement levels, and special needs.</li><li>• inconsistently and/or ineffectively incorporate students’ questions and interests.</li><li>• provide limited or infrequent opportunities for students to connect the curriculum with their prior knowledge, experience, and/or cultural background.</li></ul>	<p>Lesson plans:</p> <ul style="list-style-type: none"><li>• consistently and effectively use data about students’ prior experiences, language proficiencies, achievement levels, and special needs.</li><li>• incorporate students’ questions and interests but does not use these to inform subsequent lesson plans</li><li>• provide multiple opportunities for most students to connect the curriculum with their prior knowledge, experience, and/or cultural background.</li></ul>	<p>Lesson plans:</p> <ul style="list-style-type: none"><li>• consistently and effectively use multiple and varied sources of data about students’ prior experiences, language proficiencies, achievement levels, and special needs.</li><li>• incorporate students’ questions and interests and uses this information to inform subsequent lesson plans.</li><li>• provide multiple opportunities for all students to connect the curriculum with their prior knowledge, experience, and/or cultural background.</li></ul>



1. PLANNING	3. Selects instructional goals that incorporate higher-level learning for all students			
	Unsatisfactory	Emerging	Effective	Distinguished
	Lesson plans: <ul style="list-style-type: none"><li>• do not include instructional goals that incorporate higher-level learning for all students.</li><li>• do not include instructional goals appropriate for all students.</li><li>• do not demonstrate that teacher considers students' individual skill levels when selecting instructional goals and strategies.</li><li>• do not include instructional goals that align with state content standards, or when applicable, the CCSS.</li></ul>	Lesson plans: <ul style="list-style-type: none"><li>• include instructional goals that incorporate higher-level learning for most students.</li><li>• include instructional goals, but goals are not appropriate for all students.</li><li>• inconsistently demonstrate that teacher consider students' individual skill levels when selecting instructional goals and strategies.</li><li>• include instructional goals that only partially align with state content standards, or when applicable, the CCSS.</li></ul>	Lesson plans: <ul style="list-style-type: none"><li>• include instructional goals that incorporate higher-level learning for all students.</li><li>• include instructional goals appropriate for all students, but goals are not specific, measureable, or time-bound.</li><li>• demonstrate that teacher considers students' individual skill levels when selecting instructional goals and strategies.</li><li>• include instructional goals that fully align align with state content standards, or when applicable, the CCSS, but do not culminate in a performance task.</li></ul>	Lesson plans: <ul style="list-style-type: none"><li>• include instructional goals that incorporate higher-level learning for all students and are connected to previous units and content.</li><li>• include instructional goals that are specific, measurable, time-bound, and appropriate for all students.</li><li>• demonstrate that the teacher uses data-driven processes through multiple sources of evidence to determine students' skill levels and considers those levels when selecting instructional goals and strategies.</li><li>• include instructional goals that fully align with state content standards, or when applicable, the CCSS, and culminate in a performance task</li></ul>



1. PLANNING	4. Plans units of instruction that align with Mississippi’s state content standards, or when applicable, the Common Core State Standards (CCSS)			
	Unsatisfactory	Emerging	Effective	Distinguished
	Lesson plans: <ul style="list-style-type: none"><li>• do not include knowledge and skills necessary for expected student performance appropriate to the unit.</li><li>• rarely or does not include opportunities for the students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other.</li><li>• do not include or rarely include student activities and tasks that align to the appropriate expectations or are rigorous and relevant.</li><li>• do not align with state content standards, or when applicable, the CCSS appropriate to the unit.</li></ul>	Lesson plans: <ul style="list-style-type: none"><li>• include only part of the knowledge and skills necessary for expected student performance appropriate to the unit.</li><li>• inconsistently include opportunities for students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other.</li><li>• include student activities and tasks that vaguely align to the appropriate expectations and are only partially rigorous and relevant.</li><li>• partially align with state content standards, or when applicable, the CCSS appropriate to the unit.</li></ul>	Lesson plans: <ul style="list-style-type: none"><li>• include most of the knowledge and skills necessary for expected student performance appropriate to the unit.</li><li>• regularly include opportunities for most students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other.</li><li>• include student activities and tasks that align, but not fully or clearly, to the appropriate expectations, but are rigorous and relevant.</li><li>• fully align with state content standards, or when applicable, the CCSS appropriate to the unit.</li></ul>	Lesson plans: <ul style="list-style-type: none"><li>• include all the knowledge and skills necessary for expected student performance appropriate to the unit.</li><li>• regularly include opportunities for all students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other.</li><li>• include student activities and tasks that align fully and clearly to the appropriate expectations and are rigorous and relevant.</li><li>• fully align with state content standards, or when applicable, the CCSS appropriate to the unit.</li></ul>



2. ASSESSMENT

5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons/instruction as necessary

2. ASSESSMENT

Unsatisfactory

Teacher:

- does not or rarely uses a variety of assessment tasks and tools that are aligned to learning goals.
- does not or rarely uses assessments to develop differentiated instructional strategies and to guide adjustments of whole-class instruction.
- does not maintain accurate records of student work and performance and does not or rarely uses data from assessments to monitor student progress or provide students with feedback.
- does not use data from assessments to reflect on practice.

Emerging

Teacher:

- uses a limited variety of assessment tasks and tools that are weakly aligned to learning goals.
- inconsistently or ineffectively uses assessments to develop differentiated instructional strategies and to guide adjustments of whole-class instruction.
- maintains accurate records of student work and performance and uses data from assessments to monitor student progress, and provide students with minimal feedback
- uses data from assessments to reflect on practice less than twice a term.

Effective

Teacher:

- uses a variety of assessment tasks and tools that are aligned to learning goals.
- consistently and effectively uses multiple assessments to develop differentiated instructional strategies and to guide adjustments of whole-class instruction.
- maintains accurate records of student work and performance and uses data from assessments to monitor student progress, and provide appropriate feedback to the class.
- uses data from assessments to reflect on practice at least twice a term.

Distinguished

Teacher:

- uses a variety of assessment tasks and tools that are closely aligned to learning goals.
- consistently uses multiple and varied assessments to develop highly effective differentiated instructional strategies and to guide adjustments of whole-class instruction.
- maintains accurate records of student work and performance and uses data from assessments to provide high quality and extensive feedback to individual students.
- uses data from assessments to reflect on practice more than twice a term at regular intervals.



2. ASSESSMENT	6. Incorporates assessments into instructional planning that demonstrate high expectations for all students			
	Unsatisfactory	Emerging	Effective	Distinguished
	<p>Lesson plans:</p> <ul style="list-style-type: none"><li>• do not include any pre-assessments to establish baseline content knowledge, skills, and learning styles.</li><li>• do not include formative, summative, and student self-assessments, or if assessments are developed, they reflect low learning expectations for all students.</li><li>• when appropriate, do not include assessments that align with the CCSS’s framework or are not rigorous and relevant.</li></ul>	<p>Lesson plans:</p> <ul style="list-style-type: none"><li>• include at least one pre-assessment to establish baseline student content knowledge, skills, and learning styles.</li><li>• include formative, summative, and student self-assessments, but assessments do not reflect high learning expectations for all students.</li><li>• when appropriate, include assessments that partially align with the CCSS’s framework, but may not be rigorous or relevant.</li></ul>	<p>Lesson plans:</p> <ul style="list-style-type: none"><li>• include two pre-assessments to establish baseline content knowledge, skills, and learning styles.</li><li>• include formative, summative, and student self-assessments that reflect high learning expectations for all students.</li><li>• when appropriate, include assessments that align with the CCSS’s framework and are rigorous and relevant.</li></ul>	<p>Lesson plans:</p> <ul style="list-style-type: none"><li>• include more than two pre-assessments to establish baseline content knowledge, skills, and learning styles.</li><li>• include multiple and varied formative, summative, and student self-assessments that reflect high learning expectations for all students.</li><li>• when appropriate, include assessments that fully align with the CCSS’s framework and are rigorous and relevant.</li></ul>





	3. INSTRUCTION			
3. INSTRUCTION	7. Demonstrates deep knowledge of content during instruction			
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher: <ul style="list-style-type: none"><li>• presents content that is incorrect or not current.</li><li>• does not relate content to students’ life experiences or does not use relevant examples.</li><li>• does not connect the content to other subject areas.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• presents content that is factual, but may not be the most current information.</li><li>• relates content to part of the students’ life experiences, or only uses one or two relevant examples.</li><li>• connects the content to one other subject area and/or connections are ineffective or unclear.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• presents content that is factual and current.</li><li>• relates content to most of students’ life experiences and uses multiple relevant examples</li><li>• connects the content to two other subject areas and connections are generally effective and clear.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• presents content that is factual and current and anticipates misunderstandings by introducing additional relevant information.</li><li>• relates content to all students’ life experiences and uses multiple relevant example</li><li>• connects content to more than two other subject areas and connections are consistently effective and clear</li></ul>



3. INSTRUCTION	8. Actively engages students in the learning process			
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher: <ul style="list-style-type: none"><li>• uses a single instructional strategy that is consistently inappropriate for most students' skill levels or learning styles.</li><li>• does not link content with student interests.</li><li>• does not or rarely engages all students in active learning by providing opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams.</li><li>• does not adapt instruction to ensure appropriate challenge for all learners.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• uses a variety of instructional strategies, but strategies are sometimes inappropriate for most students' skill levels or learning styles.</li><li>• links content with student interests, but connections are occasionally unclear or ineffective.</li><li>• engages some students in active learning by providing a few opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams.</li><li>• is sometimes unsuccessful in adapting instruction to ensure appropriate challenge for all learners.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• uses a variety of instructional strategies that are appropriate to most students' skill levels and learning styles.</li><li>• links content with student interests through clear and meaningful connections by occasionally incorporating students' questions and ideas when appropriate.</li><li>• engages most students in active learning by providing multiple opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams.</li><li>• adapts instruction to ensure appropriate challenge for all learners.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• uses a variety of instructional strategies that are appropriate for all students' skill levels and learning styles.</li><li>• links content with student interests through clear, meaningful connections by consistently incorporating students' questions and ideas when appropriate.</li><li>• regularly engages all students in active learning by providing multiple opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams.</li><li>• anticipates a need to further challenge all learners and adapts instruction accordingly.</li></ul>



3. INSTRUCTION	9. Uses questioning and discussion techniques to promote higher order thinking skills			
	Unsatisfactory	Emerging	Effective	Distinguished
	<p>Teacher:</p> <ul style="list-style-type: none"><li>• does not use questions to check for understanding of content or does not respond or adapt instruction to student misunderstandings.</li><li>• uses questions, coaching, and feedback that elicit limited student participation and lead to recitation of information rather than discussion.</li><li>• does not respond to students' correct answers by probing for higher-level understanding.</li><li>• does not use questions to help students make connections to other students' comments.</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• uses questions to check for understanding of content, but sometimes inadequately corrects most student misunderstandings or is ineffective at adapting instruction.</li><li>• uses questions, coaching, and feedback that elicit good participation and discussion; but most questions require only lower order thinking skills and are posed in rapid succession.</li><li>• responds to students' correct answers by probing for higher-level understanding less than half of the time.</li><li>• uses questions to help students make connections to other students' comments, but may do so at inappropriate times or may not probe to encourage further discussion.</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• uses questions to check for understanding of content, adequately corrects most student misunderstandings, and adapts instruction when needed.</li><li>• uses questions, coaching, and feedback that elicit good participation and discussion; questions require higher order thinking skills, but are posed in rapid succession.</li><li>• responds to students' correct answers by probing for higher-level understanding more than half of the time.</li><li>• uses questions to help students make connections to other students' comments and does so at appropriate times, but may not probe to encourage further discussion.</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• uses questions to check for understanding of content and skillfully corrects all student misunderstandings and effectively anticipates the need to adapt instruction.</li><li>• uses questions, coaching, and feedback that elicit extensive participation and discussion; questions require higher order thinking and are timed appropriately throughout the lesson.</li><li>• responds to students' correct answers by probing for higher-level understanding each time.</li><li>• uses questions to help students make connections to other students' comments and does so at appropriate times and probes to encourage further discussion.</li></ul>



3. INSTRUCTION	10. Brings multiple perspectives to the delivery of content			
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher: <ul style="list-style-type: none"><li>• does not or rarely connects instruction with students’ prior knowledge and daily lives, as well as aspects of their community and life experiences.</li><li>• does not or rarely uses examples in instruction, activities, and assessments that reflect the cultural diversity of students.</li><li>• does not or rarely uses instructional strategies and student activities that help most students learn to employ multiple perspectives to analyze, synthesize, and evaluate content.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• occasionally connects instruction with students’ prior knowledge and daily lives, as well as aspects of their community and life experiences.</li><li>• uses examples in instruction, activities, and assessments that reflect the cultural diversity of some students.</li><li>• occasionally or sometimes ineffectively uses instructional strategies and student activities that help most students learn to employ multiple perspectives to analyze, synthesize, and evaluate content.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• regularly connects instruction with students’ prior knowledge and daily lives, as well as aspects of their community and life experiences, but may not fully integrate these efforts into the lesson.</li><li>• uses examples in instruction, activities, and assessments that reflect the cultural diversity of most students.</li><li>• regularly uses instructional strategies and student activities that help most students learn to employ multiple perspectives to analyze, synthesize, and evaluate content.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• regularly connects instruction with students’ prior knowledge and daily lives, as well as aspects of their community and life experiences and fully integrates these efforts into the lesson.</li><li>• uses examples in instruction, activities, and assessments that reflect the cultural diversity of all students.</li><li>• regularly uses instructional strategies and student activities that help all students learn to employ multiple perspectives to analyze, synthesize, and evaluate content.</li></ul>



3. INSTRUCTION	11. Communicates clearly and effectively			
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher: <ul style="list-style-type: none"><li>• does not communicate written and oral content, expectations, explanations, directions, and procedures in a clear and organized manner.</li><li>• does not speak fluently, pronounce words correctly, or hesitates at length when responding to student questions or facilitating student discussion/interaction.</li><li>• rarely makes eye contact with students or uses non-verbal communication to reinforce appropriate student behavior.</li><li>• consistently uses developmentally inappropriate language.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• communicates written and oral content, expectations, directions, and procedures, but occasionally lacks clarity or effective organization.</li><li>• speaks fluently, but may occasionally mispronounce words or hesitates at length when responding to student questions or facilitating student discussion/interaction.</li><li>• regularly makes eye contact with students, but only occasionally uses non-verbal communication to reinforce appropriate student behavior.</li><li>• sometimes uses language or explanations that are not developmentally inappropriate.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely throughout the lesson.</li><li>• speaks fluently and pronounces words correctly but may occasionally hesitate when responding to student questions or facilitating student discussion/interaction.</li><li>• consistently makes eye contact with students and regularly uses non-verbal communication to reinforce appropriate student behavior.</li><li>• uses developmentally appropriate language and explanations, but may be unable to adapt his or her communication style as needed.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely throughout the lesson and adapts communication style in response to student behavior.</li><li>• speaks fluently and pronounces words correctly; promptly and cogently responds to student questions or facilitates student discussion/interaction.</li><li>• consistently makes eye contact with students, regularly uses non-verbal communication to reinforce appropriate student behavior, and adapts non-verbal behavior to meet each individual student's needs.</li><li>• uses developmentally appropriate language and explanations and adapts communication style as needed.</li></ul>



4. LEARNING ENVIRONMENT

12. Manages classroom space and resources effectively for student learning

	4. LEARNING ENVIRONMENT			
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	Unsatisfactory	Emerging	Effective	Distinguished
4. LEARNING ENVIRONMENT	<p>Teacher:</p> <ul style="list-style-type: none"><li>• does not organize and use the physical space, materials, and resources in a reasonable manner and the arrangement impedes movement and communication for students and staff.</li><li>• does not provide space appropriate to individual student needs or planned activities.</li><li>• classroom is not safe and students do not have access, support, or time to use classroom and school resources.</li><li>• does not incorporate feedback from students when designing or rearranging learning environment.</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• organizes and uses physical space, materials, and resources in a reasonable manner; however, the arrangement impedes movement and communication for some students and staff.</li><li>• provides spaces appropriate to some student needs or planned learning activities</li><li>• classroom is safe, but not all students have access, support, and time to use classroom and school resources.</li><li>• incorporates feedback from students feedback when designing or rearranging learning environment, but may not include all students in the discussion or implement viable suggestions.</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• organizes and uses physical space, materials and resources to facilitate movement and communication for most students and staff.</li><li>• provides spaces appropriate to most individual student needs and planned activities.</li><li>• classroom is safe and all students have access, support, and time to use classroom and school resources.</li><li>• incorporates feedback from all students when designing or rearranging learning environment, but may not implement viable suggestions.</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• organizes and uses physical space, materials, and resources to facilitate movement and communication for all students and staff.</li><li>• provides spaces appropriate to all individual student needs and planned activities.</li><li>• classroom is safe and all students have maximum access, support, and time to use classroom and school resources.</li><li>• actively involves all students in designing the classroom layout and planning use of materials and resources.</li></ul>



4. LEARNING ENVIRONMENT	13. Creates and maintains a climate of safety, respect, and support for all students			
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher: <ul style="list-style-type: none"><li>• does not treat all students with respect and has poor relationships with some students; uses derogatory statements about students' identities, cultures, or backgrounds.</li><li>• disregards the diverse experiences of students and the achievements of groups or individual students.</li><li>• rarely or does not publically praise students and sometimes engages in public criticism of students.</li><li>• does not establish or rarely enforces rules and practices to ensure students feel safe and welcome in the classroom.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• treats all students with respect and establishes rapport with each student.</li><li>• overlooks opportunities to draw on the diverse experiences of students or celebrate the achievements of groups or individual students.</li><li>• publically praises students, but in a limited or inconsistent manner, and is not always successful at keeping criticism of students to private conversations or communications.</li><li>• establishes and enforces rules and practices to ensure students feel safe and welcome in the classroom, but enforcement is inflexible.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• treats all students with respect and has a strong, nurturing relationship with each student.</li><li>• cultivates a climate of inclusion by building on the diverse experiences of students and by celebrating the achievements of groups and individual students.</li><li>• publically praises students and keeps criticism of students to private conversations or communications, but could improve consistency.</li><li>• establishes and enforces rules and practices with consistency and discernment to ensure students feel safe and welcome in the classroom.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• treats all students with respect, has a strong, nurturing relationship with each student, and proactively facilitating respectful, encouraging relationships among students.</li><li>• facilitates student collaboration by encouraging students to recognize and celebrate the diverse experiences and achievements of groups and individual students.</li><li>• is thoughtful and consistent in publically praising students and keeping criticism of students to private conversations or communications.</li><li>• establishes and enforces rules and practices with consistency and discernment to ensure students feel safe and welcome in the classroom; anticipates potential problems and addresses them proactively; when possible, engages students in establishing and enforcing rules.</li></ul>



4. LEARNING ENVIRONMENT	14. Maximizes time available for instruction			
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher: <ul style="list-style-type: none"><li>• begins class late, does not establish clear procedures, does not transition smoothly between tasks, and allows disruptions to continue unaddressed.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• begins class at irregular times, establishes procedures but these are not followed consistently, does not transition smoothly between tasks, and disruptions are addressed but in an inefficient manner.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• begins class on time, establishes and follows consistent procedures, transitions smoothly between tasks, handles disruptions efficiently, and discourages digressions.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• begins class on time, establishes and follows consistent procedures, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions, and involves students in developing classroom procedures.</li></ul>





4. LEARNING ENVIRONMENT	15. Establishes and maintains a culture of learning to high expectations			
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher: <ul style="list-style-type: none"><li>• does not clearly or consistently communicate instructional goals to students and has modest or inconsistent expectations of students.</li><li>• does not hold all students accountable for meeting instructional goals.</li><li>• does not provide opportunities for student to reflect on academic progress.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• does not clearly or consistently communicate instructional goals to students, but has high expectations for students of all levels.</li><li>• holds most students accountable for meeting instructional goals, but could be more consistent with the entire class.</li><li>• provides limited opportunities for students to reflect on academic progress.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• clearly and consistently communicates instructional goals to students and has high expectations for students of all levels.</li><li>• consistently holds all students accountable for meeting instructional goals.</li><li>• provides regular opportunities for students to reflect on academic progress, but these may not be integrated into lesson plans.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• clearly and consistently communicates instructional goals to students, has high expectations for students of all levels, and encourages student participation when revising or establishing goals (if applicable).</li><li>• consistently holds all students accountable for meeting instructional goals and anticipates when these goals may need to change.</li><li>• provides regular opportunities for students to reflect on academic progress and the opportunities are integrated into lesson plans.</li></ul>



	16. Manages student behavior to provide productive learning opportunities for all students			
	Unsatisfactory	Emerging	Effective	Distinguished
4. LEARNING ENVIRONMENT	Teacher: <ul style="list-style-type: none"><li>• does not establish and communicate classroom rules and expectations.</li><li>• does not monitor student behavior or anticipate problems and/or responds to inappropriate behavior in an inconsistent manner.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• establishes and communicates classroom rules and expectations, but overlooks opportunities to reinforce them.</li><li>• monitors student behavior but may not anticipate problems and occasionally responds inconsistently to inappropriate behavior.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• establishes, communicates, and reinforces classroom rules and expectations, and ensures that students understand the rules.</li><li>• monitors student behavior and responds consistently to inappropriate behavior, but may not anticipate potential problems.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• establishes, communicates, and reinforces classroom rules and expectations, ensures that students understand the rules, and involves students in the creation and monitoring of classroom rules and expectations.</li><li>• monitors student behavior, anticipates potential problems, and prevents inappropriate behaviors from occurring by proactively reinforcing procedures.</li></ul>



	5. PROFESSIONAL RESPONSIBILITIES			
5. PROFESSIONAL RESPONSIBILITIES	17. Engages in continuous professional development and applies new information learned in the classroom			
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher: <ul style="list-style-type: none"><li>• participates only in professional development activities that are required.</li><li>• does not apply lessons learned from professional development to benefit students.</li><li>• does not have a personal plan for continuous improvement.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• participates only in professional development activities that are convenient.</li><li>• applies lessons learned from professional development to benefit students, but does not fully integrate the new information into lesson plans, instructional strategies, or classroom procedures.</li><li>• has a personal plan for continuous improvement, but priorities may not be consistent with district goals or are not based on analysis of student assessment results or annual performance appraisal.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• proactively seeks out and participates in professional development activities.</li><li>• applies lessons learned from professional development to benefit students and fully integrates the new information into lesson plans, instructional strategies, or classroom procedures.</li><li>• proactively develops and maintains a personal plan for continuous improvement with priorities consistent with district goals, based on analysis of student assessment results and annual performance appraisal.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• proactively seeks out and participates in professional development and makes a substantial contribution to the profession through activities such as action research and mentoring new teachers.</li><li>• applies lessons learned from professional development to benefit students, fully integrates the new material into lesson plans, instructional strategies, or classroom procedures, and shares new information/lessons learned with colleagues.</li><li>• mentors less experienced colleagues in developing a personal plan for continuous improvement with priorities consistent with district goals and based on analysis of student assessment results and annual performance appraisal.</li></ul>



5. PROFESSIONAL RESPONSIBILITIES	18. Demonstrates professionalism and high ethical standards/acts in alignment with Mississippi Code of Ethics			
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher: <ul style="list-style-type: none"><li>• is unfamiliar with Mississippi Code of Ethics and contributes to practices that are self-serving or harmful to students.</li><li>• does not comply with school and district regulations and timelines.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• is familiar with Mississippi Code of Ethics and is honest and well-intentioned in serving students and contributes to child-centered decisions in the school.</li><li>• complies minimally with school and district regulations.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• is familiar with Mississippi Code of Ethics and is honest and well-intentioned in serving students and contributes to child-centered decisions in the school <i>and the community</i>.</li><li>• complies fully with school and district regulations.</li></ul>	Teacher: <ul style="list-style-type: none"><li>• is familiar with Mississippi Code of Ethics and assumes a leadership role in promoting high ethical standards while being honest and contributing to child-centered decisions in the school and community.</li><li>• assumes a leadership role and collaborates with colleagues to ensure full compliance with school and district regulations by encouraging others do the same.</li></ul>



	19. Establishes and maintains effective communication with families			
	Unsatisfactory	Emerging	Effective	Distinguished
5. PROFESSIONAL RESPONSIBILITIES	<p>Teacher:</p> <ul style="list-style-type: none"><li>• provides little or no information to families on student progress and activities.</li><li>• makes no attempt to engage families in the instructional program or class activities.</li><li>• does not use methods or occasions to mobilize educational involvement and support from key people with influence in the students’ lives.</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• provides information to families on student progress and activities; however, communication is sporadic, incomplete, or unclear.</li><li>• sporadically engages some families in the instructional program or class activities.</li><li>• uses one or two methods and occasions to mobilize educational involvement and support from one key person with influence in the students’ lives</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• provides clear, understandable information to families on student progress and activities on a regular and consistent basis throughout the school year.</li><li>• consistently engages families in the instructional program and class activities.</li><li>• uses more than two methods and occasions to mobilize educational involvement and support from at least two key people with influence in the students’ lives.</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• provides clear, understandable information to families on student progress and activities on a regular and consistent basis throughout the school year and encourages student participation in communicating with families.</li><li>• consistently engages families in the instructional program and class activities; incorporates student and family feedback in instructional content and activities when appropriate and reasonable.</li><li>• uses multiple and varied methods and occasions to mobilize educational involvement and support from more than two key people with influence in the students’ lives.</li></ul>



20. Collaborates with colleagues and is an active member of a professional learning community in the school				
5. PROFESSIONAL RESPONSIBILITIES	Unsatisfactory	Emerging	Effective	Distinguished
	<p>Teacher:</p> <ul style="list-style-type: none"><li>• avoids participating in the professional learning community or in school and district events and projects.</li><li>• rarely collaborates with colleagues, avoids working with others that he or she disagrees with, is unable to disagree professionally, and disregards requests made by colleagues.</li><li>• does not collaborate with professional colleagues when opportunities arise to reflect, problem-solve, share new ideas and experiences and seek and give feedback to improve student performance and teaching practices</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• participates, when asked, in the professional learning community and in school and district events and projects.</li><li>• makes some effort to collaborate with colleagues, maintains a cordial relationship with colleagues, is able to disagree professionally with inconsequential matters, and addresses most requests made by colleagues in a timely and productive fashion.</li><li>• makes some effort to collaborate with professional colleagues when opportunities arise to reflect, problem-solve, share new ideas and experiences and seek and give feedback to improve student performance and teaching practices</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• actively participates in the professional learning community and in school and district events and projects.</li><li>• actively identifies opportunities to collaborate with others and maintains positive and productive relationships with colleagues, is able to disagree professionally with inconsequential and serious matters, addresses most requests made by peers in a timely and productive fashion.</li><li>• actively collaborates with professional colleagues to create opportunities to reflect, problem-solve, share new ideas and experiences and seek and give feedback to improve student performance and teaching practices.</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>• assumes a leadership role within the professional learning community and for school and district events and projects.</li><li>• serves as a leader by encouraging others to collaborate, maintains a positive and productive relations with colleagues, is able to disagree professionally with inconsequential and series matters, addresses most requests made by peers in a timely and productive fashion.</li><li>• leads professional colleagues in creating opportunities to reflect, problem-solve, share new ideas and experiences and seeks and give feedback to improve student performance and teaching practices.</li></ul>



## Description of Appraisal Approaches

### Artifacts Review

The Artifacts Review will consist of a structured evaluation of a teacher's portfolio. Examples of work that may be evaluated include lesson plans and assessments. The guidelines will suggest that two raters review the teacher's work. These raters should either be an administrator or a peer. For feasibility purposes, ratings can be completed in conjunction with Classroom Observations.

### Pre/Post-Observation Conference

The Pre/Post-observation Conference will consist of two scheduled meetings between a rater and the teacher. The pre-conference meeting will take place prior to the rater's observation of the teacher's classroom performance. The guidelines will provide raters with a semi-structured protocol to use during the pre-conference. The pre-conference will provide questions that focus on a teacher's performance associated with Planning and Assessment. It will also provide the teacher with the opportunity to identify specific considerations for their classroom. The protocol for the post-conference will provide the evaluator with questions to facilitate the feedback process. The post-conference will emphasize formative evaluation and provide suggestions for development activities to improve a teacher's performance.

### Classroom Observation

The Classroom Observation will consist of a structured evaluation of a teacher's performance in a classroom environment. Ratings will be provided by two different raters on two separate occasions. Each teacher will be evaluated by both an administrator and a peer. Raters will observe a teacher's performance and record their observations using a modified scripting approach. Raters will be trained in how to complete this type of scripting. After the observation, raters will review their notes and provide ratings using a 4-point rating scale. Raters will also provide rationales that cite specific instances of behavior for each rating.

### Self-Assessment

The Self-assessment will consist of a series of closed-ended questions that pertain to a teacher's professional responsibilities. Teachers will evaluate their level of performance using a 4-point rating scale. Teachers will also be provided the opportunity to reflect on their performance using open-response questions.

### Student/Peer Surveys

Student and Peer Surveys will be conducted to gather additional information on teacher's performance. The student survey will consist of a series of closed-ended questions that assess a teacher's performance on the standards within the Instruction domain. Peer surveys will also consist of closed-ended questions, but will evaluate the standards within the Professional Responsibilities domain.